

The Hong Kong Sze Yap Commercial and Industrial Association San Wui Commercial Society School  
 2018-2019 1<sup>st</sup> / 2<sup>nd</sup> term OLE teaching schedule

Level: P.1-3 / P.4-6

Teachers: Ms Heather, Ms Tam & Mr Chiu

Course name: Drama

Category: Moral Education and Civic Education / Social Services / Daily Life Experience / Art Development (Language) / Sports Development \* (circle the appropriate one) (optional multiple)

Annual theme: Feelings

Session	Date	Scheduled Progress / Teaching Objectives / Content	Learning Skill	Actual schedule ✓ / × (circle the appropriate one)	Remarks / Resource
1	8/10	<p>1. Teaching objectives: Students start to express themselves by using their voices and their faces.</p> <p>2. Teaching content: Feelings and expressions. Using sentences from different stories Student will act out specific feelings: anger, sadness, sobbing, frustration and joy.</p> <p>Introducing characters: robot/monster/Hulk/Elsa- act out according to their character.</p> <p>Discussion on the different ways in which one can express themselves in life and how it translates to the stage.</p> <p>3. Evaluation method (small challenge): Groups of 5 act out 1 specific emotion</p>	<p>The skills to create and use emotions.</p> <p>Self-evaluation on how they express their emotions.</p> <p>Creating an understanding of how body language is linked to emotion.</p>		Miss Heather will prepare vocabulary/texts.

2	15/10	<p>1. Teaching objectives: Students express themselves by using their voices and their faces. They begin to use body movements to help express strong feelings</p> <p>2. Teaching content: Feelings and expressions. Using last weeks emotions-quick practice then add on new emotions: excitement, surprise, shock, envy, hatred, love.</p> <p>Continued discussion on the different ways in which one can express themselves in life and how it translates to the stage, adding in appropriate body movements.</p> <p>Working in pairs to express the 10 feelings using the two skills they have practiced and adding on body movements.</p> <p>Must be done as characters: robot/monster/Hulk/Elsa</p> <p>3. Evaluation method</p> <p>4. (small challenge): Groups of 5 act out 1 specific emotion given a small scenario.</p>	<p>The skills to create and use emotions.</p> <p>Self-evaluation on how they express their emotions.</p> <p>Creating an understanding of how body language is linked to emotion.</p>		
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3	22/10	<p>1. Teaching objectives: Students begin to learn a poem and start acting it out.</p> <p>2. Teaching content: Quick recap on last week.</p> <p>Discussion on poems- what are they. Different ways they can be read and acted out.</p> <p>Read the poem with different emotions.</p> <p>Groups of 5/6 get the poem and work together to read it and practice the emotion that they have chosen.</p> <p>3. Evaluation method</p> <p>4. (small challenge): Groups choose 2 representatives to perform their poem with that emotion.</p>	<p>The skills to create and use emotions.</p> <p>Self-evaluation on how they express their emotions.</p> <p>Creating an understanding of how body language is linked to emotion.</p>		
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4	29/10	<p>1. Teaching objectives: Students begin to learn a poem and start acting it out. Body movements are the focus.</p> <p>2. Teaching content: Quick recap on last week.</p> <p>Discussion on last weeks lesson.</p> <p>3 different poems in 6 groups. Each group must choose an emotion as well as 1 movement. Those who didn't perform last week will do so now.</p> <p>Now they must use their faces and body to do small movements. We will take the 3 poems and act out 1 of them as a class.</p> <p>3. Evaluation method</p> <p>4. (small challenge): Students will perform the poem at the end of the lesson.</p>	<p>The skills to create and use emotions.</p> <p>Self-evaluation on how they express their emotions.</p> <p>Creating an understanding of how body language is linked to emotion.</p>		
5	5/11	<p>1. Teaching objectives: Students will be able to act out a small text.</p> <p>2. Teaching content: Quick recap on last lessons.</p> <p>Discussion on acting out a skit.</p> <p>Students will be presented with 2 scenarios, we will discuss what they think about the scenarios-how do the characters feel/look like/where are they/ what are they doing.</p>	<p>The skills to create and use emotions.</p> <p>Self-evaluation on how they express their emotions.</p> <p>Creating an understanding of how body language is linked to</p>		

		<p>Class will then slowly practice acting out the skit. First with voices and emotion. Then we will choose what motions we will do.</p> <p>3. Evaluation method (small challenge): Students will perform parts of the skit in front of the class.</p>	emotion.		
6	12/11	<p>1. Teaching objectives: Students will be able to act out a small text.</p> <p>2. Teaching content: Quick recap on last lesson.</p> <p>Discussion on last week. How did they feel, what did they notice, how would they change what they did/saw and what did they like?</p> <p>Class will then slowly practice acting out the second skit. First with voices and emotion. Then they will choose what motions they will do.</p> <p>3. Evaluation method</p> <p>4. (small challenge): Students will perform parts of the skit in front of the class.</p>	<p>The skills to create and use emotions.</p> <p>Self-evaluation on how they express their emotions.</p> <p>Creating an understanding of how body language is linked to emotion.</p> <p>Performance skills.</p>		
7	19/11	<p>1. Teaching objectives: Students will be able to act out a small text</p> <p>2. Teaching content: Quick recap on last lessons.</p> <p>Discussion on acting out a skit.</p>	<p>The skills to create and use emotions.</p> <p>Self-evaluation on how they express their emotions.</p>		

		<p>Students will be presented with 2 scenarios, we will discuss what they think about the scenarios-how do the characters feel/look like/where are they/ what are they doing.</p> <p>Students will split into two groups. Each group will be given one of the scenarios and they have 5 minutes to discuss it. They will then choose representatives of their group to perform the skit. (whichever students have not yet performed will now get the chance)</p> <p>3. Evaluation method</p> <p>4. (small challenge): Students will perform the skit in their groups.</p>	<p>Creating an understanding of how body language is linked to emotion.</p> <p>Performance skills.</p>		
8	26/11	<p>1. Teaching objectives: Script and poem hand out</p> <p>2. Teaching content: Students get given the option to “audition” for part in a small play or to choose to be background actors/helpers. Those not doing a skit will be performing a poem-based on speaking ability. Can be in pairs/alone or small groups.</p> <p>Quick audition on 2 lines of text. Based on acting more than speaking ability.</p> <p>3. Evaluation method None</p>	<p>The skills to create and use emotions.</p> <p>Self-evaluation on how they express their emotions.</p> <p>Creating an understanding of how body language is linked to emotion.</p> <p>Performance skills.</p>		

9	3/12	<p>1. Teaching objectives: script reading and note taking</p> <p>2. Teaching content: Students get the mini script. Work as a class to read through it and brainstorm ideas.</p> <p>Student will have to learn their parts at home and we practice again in January.</p> <p>Those not in the play will be given different poems to perform and must learn it at home.</p>	<p>The skills to create and use emotions.</p> <p>Self-evaluation on how they express their emotions.</p> <p>Creating an understanding of how body language is linked to emotion.</p> <p>Performance skills.</p>		
10	10/12	<p>1. Teaching objectives: consolidation and practice</p> <p>2. Teaching content: Discussion and acting</p> <p>Rapid fire acting- Students pick out a 1 minute scene/ action and act it out. Class must guess what was happening.</p> <p>3. Evaluation method</p> <p>4. (small challenge): rapid fire acting</p>	<p>The skills to create and use emotions.</p> <p>Self-evaluation on how they express their emotions.</p> <p>Performance skills.</p>		
11	17/12	<p>Mid-term feedback and verification evaluation form</p> <p>Students expected to practice their poems and script in their groups. Reminded that they MUST practice at home.</p>			

Remark: [✓] represents completion on time; [×] represents failure to complete on schedule.

Targets and outcomes for each category:

	Moral Education and Civic Education	Social Services	Daily Life Experience	Art Development	Sports Development
Knowledge	Understand the actual situation of individuals, families, and society.	Understand the nature of social services and grasp its reality and specific circumstances.	Learn about the knowledge of everyday life, from living and eating to working industry.	Develop students' creativity, aesthetics and artistic appreciation.	Learn about sports.
Affectional values	To foster positive values and attitudes, including "perseverance", "respect for others", "responsibility", "national identity", "taking the spirit", "integrity" and "care".	Cultivate students' sense of responsibility and responsibility, and actively contribute to society.	Develop students' self-discipline, establish career aspirations and positive work ethics.	Respect for multiple values and different cultures.	Develop students' common abilities, positive values and attitudes, and build healthy lifestyles.
Skill	Self-care ability, etiquette, social skills, etc.	Through the learning, serve the community.	The skills needed for living and working and working.	The skills to display, create, and evaluate art.	Develop the skills needed for sports and healthy living.